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DOCTORAL STUDIES IN READING, 1919 THROUGH 1960.

BY- FAY, LEO C., AND OTHERS

INDIANA UNIV., BLOOMINGTON, SCH. OF EDUCATION

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A BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS FROM 1919 THROUGH 1960 IN THE AREA OF READING IS REPORTED IN MONOGRAPH FORM. OVER 700 STUDIES ARE CLASSIFIED UNDER 34 SUBJECT CATEGORIES, AND A SUMMARY STATEMENT IS INCLUDED FOR EACH CATEGORY. AN AUTHOR INDEX IS PROVIDED. THIS PUBLICATION IS A BULLETIN OF THE SCHOOL OF EDUCATION OF INDIANA UNIVERSITY, VOLUME 40, NUMBER 4, JULY 1964 AND IS ALSO AVAILABLE FROM THE INDIANA UNIVERSITY BOOKSTORE, BLOOMINGTON, INDIANA, FOR $1.25. (BK)

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Doctoral Studies in Reading

1919 through 1960

by

Leo C. Fay
Weldon G. Bradtmueller
Edward G. Summers

Vol. 40, No. 4

July, 1964

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1919 THROUGH 1960

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Leo C. Fay
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Indiana University

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Leo C. Fay received the B.S. degree in 1942, the M.A. degree in 1947, and the Ph.D. degree in 1948 from the University of Minnesota. His public school experience included elementary and junior high school teaching in the State of Minnesota. From 1948 to 1950 he was Assistant Professor of Education and from 1950 to 1952 Professor of Education at the State University of New York at Cortland. In 1952 he came to Indiana University as Associate Professor of Education, specializing in the teaching of reading; he is now Professor of Education. From 1956 to 1958 he served as Technical Assistant in elementary education at the College of Education, Bangkok, Thailand. He is active in many state, regional, and national committees and organizations and is currently a member of the Board of Directors of the International Reading Association.

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DOCTORAL STUDIES IN READING
1919 THROUGH 1960

INTRODUCTION

This monograph is essentially a bibliography of doctoral dissertations in the area of reading. To increase its usefulness the studies have been classified under 34 categories and a summary statement has been included for each category.

The volume of work undertaken in this one area attests to both the importance of the area and the attention it has attracted. Over 700 doctoral studies have been completed in reading and reported in standard *references during the period from* 1919 to 1961. To assist the researcher in his task of reviewing this vast amount of material, Edward Summers conceived the idea of developing an organized bibliography of doctoral studies in reading. Assisted by Geraldine N. Gamble, he developed the list of categories, reviewed reported studies, and classified each study under one of the categories.

The classification involved an arbitrary decision that often proved to be difficult to make. The scope of a given dissertation may have been such that it had implications for several areas other than the one under which it was listed. A researcher should, therefore, crosscheck the entire bibliography to complete his review.

The table of contents follows Dr. Summers' list of categories. The number in parentheses after each category indicates the number of studies classified under that heading. A simple comparison of these numbers provides a rough estimate of the relative emphasis given to each of the categories by doctoral researchers.

Reviews of doctoral research in reading reported since 1960 have been published by Dr. Summers in the following issues of the Journal of Developmental Reading:

Volume VI, No. 2 (Winter, 1963)
Volume VI, No. 3 (Spring, 1963)
Volume VII, No. 2 (Winter, 1964)
Volume VII, No. 3 (Spring, 1964)

The summary statement for each category was prepared by Leo C. Fay and Weldon G. Bradtmueller. The dissertations within each category are systematically organized and numbered in line with the summary statement.

While research conducted piecemeal over a period of several decades in several different places is bound to be fragmented, there is

nevertheless a significant number of unifying threads that become apparent in this summary. Also apparent are several areas that have been but lightly touched in the past which could well merit further attention in the future. Obviously, today's researcher may turn to a substantial background of material from which to gain direction for his own endeavors.

CATEGORIES OF THESES IN READING

Historical Analysis

Doctoral studies treating the history of reading instruction range from Smith's treatment of (1) general historical development to the history of such specific areas (2-5) as beginning reading, methodology, materials, and remediation. Some also deal with an account of the different approaches to teaching reading that were used at different times in a given school corporation (6-7).

Analysis of Reading Materials and Typography

Reading materials were analyzed on the basis of content, usage, and format in the high school (8-10). Other studies concerned themselves with the development and usage of exercises designed to develop specific skills (11-15) while others examined the results of the use or non-use of reading workbooks (16-17). Still other authors concerned themselves with the organization and language factors of the material presented as well as with its suitability for specific grade levels (18-20).

Another group of authors concerned themselves with the size and shape of type (21-26) and the length of lines that was most conducive to ease and speed of reading (27). Glott (28) investigated the verbal portions of arithmetic books and workbooks for the middle grades.

Basal Textbooks

Basal readers, which of late have been under attack, were examined from many different points of view. Two authors analyzed the content of basal readers as they developed over a period of time (29-30). Others examined the vocabulary load of the different series to find the amount of overlap and the range of concepts presented and developed (31-36). Smith (37) relates the content of basal readers to interests, while another group of researchers examined the values developed in the different basal reader series (38-41).

Several studies were reported in which the relationship between the content of basal readers and pupil achievement was examined (42-44). Two studies reviewed basal reader contents from the cultural settings point of view (45-46). Also, single studies concerned with semantics (47), the relationship between the content of the reader program and current educational thought (48), and the vocabulary load of certain geography texts (49) were reported.

Readability

Readability, which may be defined as an attempt to establish a reading ease designation for reading material, has been a favored area of study for doctoral students. Dunlop, Latimer, and others (50-57) studied the different readability formulae and compared their relative effectiveness. Tribe (58) devised a new technique by basing his formula for the elementary grades on the Rinsland vocabulary.

The readability of commercial books and magazines was the area of concern for Craig, Hollingsworth, and others (59-67). These included studies concerned with children's literature, college books in reading, popular magazines, church publications, and the comparison of digests with the original title.

College, high school, and elementary school texts were also examined in different areas and compared with student interests, likes and dislikes, abilities, achievement, and reading comprehension (68-83).

Mechanical Reading Aids

The use of tachistoscopic devices for the improvement of speed in reading, reading comprehension, visual perception, and reading readiness was carried out by a number of authors (84-89). Others approached this area from the general audio-visual point of view (90), while Kelley (91) examined the results of the use of filmstrips and Grossley (92) investigated the effects of using lantern slides.

Intelligence and Reading Ability

The relationship between general intellectual ability and reading achievement has long been a topic of study. Chambers and others (93-100) studied the relationship between group intelligence test scores and reading ability, while Post (101) and Toms (102) looked at this relationship with Stanford-Binet scores. Mandel (103) studied the same relationship but added the environmental variables factor. Chatterton (104) studied this relationship with slow learning children,

while Wilson (105) did so with phonetically deficient children. Roberts (106), Scruggs (107), and Woo (108) took various aspects of the reading situation and examined the effects that the changing of some factors might have upon measured intelligence.

Relationship of Reading Achievement to Other Variables

Reading achievement is affected by many factors. Ladd (109) and Oliver (110) examined the relationship between reading achievement and socio-economic status. Sherman (111) investigated general reading achievement as it related to delayed comprehension, while Balow (112) studied the relationship between skill in reading and the learning of non-reading tasks. Rogge (113) compared reading achievement with the juvenile delinquent syndrome. Still others (114-121) examined the relationships that exist between reading achievement and general academic success in school as well as associative and memory tasks.

Barnes (122) investigated reading achievement as compared to aptitude test scores. Wyatt (123) compared writing skills and reading achievement, and Truher (124) compared reading ability and the difficulty level of the textbooks used with a population of elementary school children.

Other authors took into consideration migratory children, children's drawings, response "sets," reading and spelling achievement, all academic subjects in relation to reading, and the effect of reading instruction on arithmetic achievement. They all compared the particular discrete factors they were studying with reading achievement (125-130).

Fields (131) examined a group of factors as they affected reading status for fifth grade boys, while Crawford (132) carried out the same general type of study for a group of eighth grade boys. Anderson (133) made the relationship between reading achievement and perception his area of study. Friedman (134) was concerned with the reading achievement of pupils in his instrumental music classes, and Heidman (135) compared televiewing with reading abilities among eighth graders.

Reading Interests and Attitudes

The importance of a child's attitude toward reading for his eventual growth and achievement is reflected in the continued interest of researchers in this area of study. Crossen (136) and Groff (137) were concerned with the relationship between attitudes toward reading and critical reading abilities. Kosambi (138) studied the general area of attitudes toward reading, while McKillop (139), Hellock (140), and McConkie (141) concerned themselves, respectively, with attitudes

and reading responses, attitudes and reading achievement, and perceptions of kindergarten children concerning reading.

Reading interests have been a vital area of concern to classroom teachers of reading. Many authors have investigated this area of interest with reference to achievement, motivation, socio-economic status, content, analysis of reading textbooks, and geographic area. The studies have ranged from kindergarten through the high school levels (142-153).

The free reading habits of children as related to personality factors, socio-economic factors, and the mass media were investigated by Wollner and others (154-161). The guidance, motivational, and creativity aspects of free reading patterns have been studied by still others (162-164).

Characteristics and Comparisons of Good and Poor Readers

The relationships that exist between good and poor readers and the factors that differentiate these two groups have been studied by many investigators. Barey and others (165-187) studied the characteristics of good and poor readers in elementary, junior, and senior high schools. Achievement, psychological factors, social status, physical maturity, and social adjustment were studied. Odland (188) examined the word recognition abilities of good and poor readers, while Otto (189) compared good, average, and poor readers on the basis of their acquisition and retention of paired associates. Covell (190) studied the characteristics of good and poor readers in social studies materials, and Willis (191) examined the reading achievement of white and negro children. Proctor (192) investigated the galvanic skin response differences among above average, average, and below average readers that occur during individual and class reading sessions.

Personality Characteristics and Reading

The area of personality adjustment and maladjustment in relation to reading achievement was examined by several researchers (193-199).

Emotional factors in relation to reading ability was the area studied by McClure (200) and Grams (201). Beck (202), on the other hand, was primarily concerned with the relationship of emotional factors to future growth in reading, and Kasper (203) examined the facets of human development and reading in conjunction with classroom climate. Briggs (204) and Mitchell (205) were concerned with social acceptability and its relationship to reading skills development.

Other authors concerned themselves with self-concept, ego development, anxiety, and frustrations in their relationship to oral reading, reading achievement in general, and rate of reading (206-211).

Handelman (212) was concerned with speech, reading, and personality factors, while Grimes (213) and Tierney (214) were primarily concerned with methods of teaching reading and personality development.

Environment and Parental Attitudes

It has long been accepted that the child's home environment and the attitude of his parents toward education, the school, and reading in particular may have an effect upon his reading achievement. Shatter and others (215-217) studied the effects of group counseling on the attitudes of parents whose children had reading disabilities. Vickery and others (218-225) discussed general child-parent relationships and the effects these had on children's reading and reading achievement.

Reading Programs and Teaching Methods--Elementary Schools

Methods of teaching reading and organizational plans for the implementation of reading programs have been the area of study of many different investigators. Several researchers (226-229) concerned themselves with the general area of current practices in the teaching of reading, comparing the different approaches, and relating what teachers were doing for the improvement of reading. Uhl (230) investigated the content found in elementary reading courses, and Dechant (231) attempted to identify the basic psychological principles involved in teaching reading. Another group of authors (232-236) concerned themselves with classroom environment, some diverse teaching techniques and their relationship to children's success in reading, and with functional reading.

Koerber (237), Jongeward (238), and Braam (239) delved into the area of reporting to parents, the effectiveness of prism training, and methods used with nonacademic boys.

Other investigators (240-243) were concerned with methods and procedures for enriching reading programs. Amato (244) and Herminghaus (245) scrutinized the area of bibliotherapy, and Harmer (246) investigated the results of library training.

Individualized reading methods and their comparative effectiveness in relation to other variables was investigated by several researchers (249-251). A large number of authors have continued to be concerned with different methodological and classroom grouping techniques and their relationship to reading achievement and with the investigation of factors and variables causing differentiated effects (252-267). Finally, a group of researchers concerned themselves with administrative and supervisory plans and their relationship to reading achievement and the improvement of the teaching of reading (268-273).

Reading Programs and Teaching Methods--Secondary Schools

The last few years have witnessed an awakening of interest in reading instruction at the junior and senior high school levels. Robinson (274) surveyed the qualifications of secondary teachers of reading while Monroe (275) analyzed the problems in teaching secondary reading. Many authors concerned themselves with describing and evaluating reading programs for a number of different populations (276-293). Bentall (294) determined the critical level of reading achievement for grade attainment, while Sandefur (295) investigated the scholastic and social implications of remedial reading instruction. Wiltse (296) investigated the administrative and evaluation aspects of the reading program.

Teacher Preparation and In-Service Training

The preparation of teachers, and especially of teachers of reading skills, has been the topic of study for several investigators (297-302). They evaluated teacher education programs in reading from several points of view; e.g., college instructors, the development of knowledge about reading skills at the undergraduate and graduate levels, evaluation of the development of reading skills in teachers, and the development and use of visual materials for pre-service education.

Shinaberry and others (303-309) were concerned with the results that various in-service procedures had upon teachers' attitudes, their use of method, and the eventual achievement of pupils. Also included were surveys of teachers' preferences in choice of primary basal materials.

Predicting Reading Success

The prediction of success in reading has intrigued many people for quite a number of years. Dean and others (310-316) investigated this factor in relationship to such variables as school entrance age, background, projective test results, physical factors, and listening ability. Stunkard (317) attempted the construction of a predictive test of reading abilities for primary and intermediate grade children.

Reading Readiness

Reading readiness has been under considerable fire from several writers in popular magazines during the last few years. Many authors

in the area of education have also made this topic their main area of investigation. Behrens and others (318-329) have investigated the readiness programs in kindergarten and first grade in relation to the type of program used and its eventual success as manifested in pupil achievement. Lowes (330) and Almy (331) concerned themselves with children's environmental background and later success in reading, while Groder (332) and Chapman (333) were interested in the over-all effects of readiness instruction at all levels.

Simpson and others (334-337) investigated various psychological, sensory, and sex variables related to readiness. Moss (338) evaluated reading readiness tests in general.

Teaching Beginning Reading

Methods and techniques of teaching beginning reading have been under considerable fire for many years, especially in the area of the phonics controversy. Here too, doctoral students in the field of education have studied rather intensely methods of teaching beginning reading (339-350). Flamand (351) compared growth in first grade reading with the use of different measures of vocabulary. Gavel and others (352-355) examined the different growth, personality, and failure patterns of first grade children in relation to reading.

Oral and Silent Reading

The relationship between oral and silent reading in the reading program has been a favorite topic of discussion among educators for many years. Swanson (356) and Gilmore (357) examined this aspect of the reading program. LeCount (358) examined this relationship with regard to word recognition, while Ogg (359) and Collins (360) studied it in relation to certain literary aspects of prose and poetry.

Oral reading was examined by several authors (3[illegible]-365) in its relationship to the total school program, its historical development, emotional content, and certain reading skills.

Silent reading also came under consideration (366-376). It was investigated from the standpoint of methods used in teaching rate development, the factors involved, its measurement, and its relationship to visual factors.

Listening

Listening, in its relationship to reading and reading

achievement, was studied by Bonner and others (377-390). These authors looked at this relationship from several different points of view, including the relationships between purposes for listening and reading, effects of different methods of instruction, and methods and means of measuring this relationship.

Word Recognition--Vocabulary

Word recognition skills are essential to reading. While comprehension and interpretation are the ultimate goal of reading instruction, word recognition skills must be developed in order to achieve this end.

Through the years, several authors have been concerned with the methods and techniques of developing word recognition skills (391-400). This included investigations utilizing many different techniques and including all grade levels. Chase (401) and Keyser (402) studied this area of reading development in relation to spelling. Hinze (403) investigated still another aspect, that of word association and the interpretation of prose paragraphs.

Context clues and the development of word meanings was the area of consideration for Guarino (404) and Hunt (405).

Vocabulary growth and development is also of prime importance in learning to read. Kolson and others (406-415) studied the size of children's vocabularies at different age and grade levels; the methods and means of building vocabulary; the relationship of vocabulary to home and school environments and to sounds in the English language; vocabulary common to basal texts; and the value of different vocabulary texts. Daniels and others (416-425) discussed the relationship between different methods and techniques of developing vocabulary and word analysis techniques and pupil achievement.

Phonics

Phonics has been examined as a body of knowledge for critical analysis (426), as an area of study for prospective teachers (427-429), and as a technique for improving instruction in reading (430-433). Cooke (434) analyzed phonetically all the words in a primary basal series.

Reading Comprehension

Much of the work in this area was summarized by Schoeller (435)

who made a critical survey of the scientific studies of reading comprehension completed before 1951. Hunt and others (436-442) examined the area of reading comprehension in relation to various factors involved, academic achievement, and other aspects of reading. Clark (443) studied the predictions of students, while Sekerak (444) concerned himself with reading comprehension and mass communication media.

Another group of researchers (445-451) studied the relationship between reading comprehension and interest, speed of reading, and accuracy. Fletcher (452) was concerned with the use of context and reading comprehension, while still another group concerned themselves with organizational skills, vocabulary control, sentence structure, and figures of speech in relation to ability to comprehend the printed page (453-460).

The psychological factors of concept formation, retention, and thought processes in relation to reading comprehension skills were scrutinized by Murphy and others (461-464). Shank (465) and Derrick (466) concerned themselves with the evaluation of reading comprehension and its relationship to certain evaluative instruments.

Reading in the Content Areas

Subject-matter content and its relationship to reading skills and abilities was the concern of a number of researchers (467-476). A specific subject area, such as mathematics, science, social studies, or English in its relationship to reading ability (477-489) was chosen for investigation by still other researchers.

Alpert (490) examined the relationship between empathy and reading in the context areas, while Lee and others (491-495) examined the variables of causes of difficulties, different methodological approaches, and vocabulary development in relation to students' reading achievement in the content areas.

Physiological Factors

Physical growth is an important factor in the total maturational patterns of the individual child. Gore and others (496-498) examined the relationships that exist between physical growth and reading achievement. Borusch (499) examined these same factors in relation to siblings, while Frazier (500) parceled out certain autonomic reactions and reading. Kopel (501) and Lachmann (502) examined motor development in relation to reading difficulties, while Von Pein (503) examined this same facet of reading in relation to certain child-rearing practices.

Vision

The ability to see clearly and with ease is one of the factors upon which the development of good reading habits is based. While it is true that among children with visual problems some have difficulty in learning to read, others have no apparent difficulty. Edson and others (504-511) examined the relationship between visual proficiency and development and reading ability. Phelav and some others (512-518) studied the areas of visual perception and peripheral vision in relation to reading ability and achievement.

Rizzo (519) concerned himself with visual memory span and reading, while Anderson and others (520-526) researched the relationship between eye movements and certain factors in reading achievement. Muriel Potter (527) examined the area of symbol orientation and reading success, while Shropshire (528) looked at the relationship between closure and reading. Kreier (529) worked on the development of a projection magnifier for the partially sighted.

Speech and Hearing

The relationships that exist between reading performance and the ability to speak and hear well were examined by Bond (530) and Rossignol (531). Hearing difficulties, problems, and development were examined by Thompson and others (532-541), in relation to reading ability, achievement, and other variables.

Speech problems and their relationship to the reading act in its various forms and facets were examined by Hamilton and others (542-547).

Laterality and Orientation

Lateral dominance which aroused considerable controversy several years back continues to be the topic of an occasional researcher. The relationship between lateral dominance and reading ability in general was studied by Brown (548), while Balow and others (549-551) examined this problem from several different viewpoints: e.g., lateral dominance and reading performance of first grade children, and lateral dominance and slow and high achievers in reading. Manney (552) studied the temporal orientation of retarded readers.

Reading Reversals

Reading reversals in general and their significance to reading were studied by Drews (553). Broen (554) and Teegarden (555) concerned themselves with causes and other factors leading to reversals in primary grade children, while Phillips (556) related reversals to handedness.

Reading Disabilities

Reading disabilities and their causes have been the concern of a considerable number of people over a long period of time. Robinson and others (557-561) examined the general area of causation of reading difficulty and attempted to identify characteristics accompanying it. Tausch (562) and Thissen (563) picked the single aspects of concrete thinking and factors of prediction in their primary concern of study, while Friar (564) examined the general area of the psychology of non-readers.

Bond and others (565-569) examined the needs of reading disability cases and attempted to analyze the factors comprising reading deficiencies. Wilson and a few others (570-574) examined the area of different remedial instructional programs and the relative amount of success attained by pupils with varying degrees of ability and types and severity of reading deficiency.

Diagnosis of Reading Difficulties

The criteria for diagnosis of reading difficulties, in general, was examined by Morgan (575) while a group of researchers examined the procedures of clinical diagnosis of reading problems (576-580). Vorhaus (581) and Flanery (582) studied the use of certain tests in the diagnostic setting, while Gordon (583) and Felleman (584) examined the personality factors involved in clinical diagnoses. Demke (585) investigated the diagnostic and remedial practices in use in certain California elementary schools.

Remedial Programs

Remedial reading programs, as such, were studied by Thies (586). Another group of authors examined remedial reading programs and their personnel and practices as found in public school systems in different parts of the country (587-594). Still another group of researchers

concerned themselves with remedial reading programs designed for slow learning children (595-598).

Woodcock (599) constructed a test to be used in predicting the success of students involved in a remedial program. Finally a small group of investigators examined the remedial reading programs of certain colleges and universities in relation to the immediate and long-range effects of the program (600-603).

Remedial Techniques and Materials

Remedial reading techniques and the choice of materials to be used in remediation vary considerably from place to place. Schab (604) and Hall (605) examined different approaches to remediation in relation to achievement. Bills and others (606-608) studied the effects of group and individual therapy on improvement in reading. Apperson (609) investigated the effectiveness of orthoptic training as a means of remediation. McCann and others (610-613) examined the effects of using certain specially made materials in remediation. Bruning (614) examined the readability, usefulness, and interest of certain materials in remediation, while Humphreville (615) and Roberts (616) developed a handbook for teachers and examined materials for retarded readers.

Measurement

Pond (617) and Westbrook (618) examined the general area of measurement in reading, while Elliott (619) went further and investigated the objective method of measuring reading difficulty. Jorgenson (620) and Delaney (621) studied the use of certain standardized tests in relation to reading, while Garrison (622) investigated the effects of environment immediately preceding the giving of a standardized reading test. Friis (623) worked at the development of an analytical test of vocabulary needs in relation to certain variables.

College and Adult Reading

Leedy (624) examined the college level movement for the improvement of reading and compiled a history of this area. Montgomery (625) and Holmes (626) examined the types of and factors leading to reading problems at the college level.

A large group of researchers concerned themselves with the general area of reading instruction at the college level. Many descriptions of different programs were represented, and some comparisons of different teaching techniques were attempted (627-645). Another

group of authors concerned themselves with college freshmen and the type of programs being offered. They also examined these programs to assess their relative effectiveness (646-653). Another group of researchers examined college freshmen from the viewpoint of the types of reading skills they brought with them from high school. Some also assessed the changes that occurred in their reading skills in relation to certain variables (654-659).

Fox and a group of other researchers (660-669) examined the relationship between reading ability and academic success. They also compared the students' increased reading skills as a result of being in a reading improvement program with their eventual cumulative grade-point averages.

Dumler and others (670-675) investigated the relationship between the improved reading skills of college students and training with the tachistoscopic and other mechanical devices.

Rogers and Cottrell (676-677) examined the relationship between phonic skills, measuring these skills, and college level reading ability. Dixon and others (678-680) investigated the relationship between eye movements and college reading skills. Stromberg (681) studied the visual characteristics of good and poor college readers. Wood (682) examined the relationship between success in college reading classes and eventual success or failure in college.

Raygor and others (683-686) examined the relationship between personality and personality changes and reading ability and reading improvement. Other authors examined the readability of college texts and their relationship to reading problems of college students (687-689). They also examined the validity of a readability formula (690).

Rankin and others (691-697) investigated the use and development of tests for evaluating college reading programs, predicting success as a result of participating in a college reading program, and diagnosing the reading problems of college students.

Schmidt and others (698-701) examined several methods and techniques for improving the reading ability of persons in various adult reading programs as well as the permanence of improved reading skills as a result of such training. Adams (702) surveyed college and university reading clinics serving elementary and secondary school pupils.

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